



C U Y A M A C A  
· C O L L E G E ·

# Annual Update Report

SIS - Transfer Center

**Implement smooth and efficient day-to-day operations by streamlining Transfer Center operations in order to increase the number of students receiving transfer-related services. (Goal 1)**

**Program Goal:** Implement smooth and efficient day-to-day operations by streamlining Transfer Center operations in order to increase the number of students receiving transfer-related services.

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Increase Completion and Eliminate Equity Gaps:** Implement smooth and efficient day-to-day operations by streamlining Transfer Center operations in order to increase the number of students receiving transfer-related services. (X)
- **Increase Hiring and Retention of Diverse Employees:** Implement smooth and efficient day-to-day operations by streamlining Transfer Center operations in order to increase the number of students receiving transfer-related services. (X)

**Summary of Progress or Results**

**Summary Date:** 12/04/2025

**Summary of Progress or Results:** The Transfer Center Student Services Specialist position has remained vacant since 2009; however, it has been announced that the position will move forward for hiring in the 2025–2026 academic year.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

The action step for this goal is to hire a Transfer Center Student Services Specialist to partner with the Transfer Center Coordinator in streamlining Transfer Center operations and increasing transfer success. The specialist will work closely with TSP students, ACP leads, and university advisors to coordinate presentations for prospective and current transfer students. The specialist will also coordinate transfer fairs, transfer days, the Transfer Achievement Celebration, and campus tours, and will collaborate with the TC Coordinator, instructional faculty, and ACP leads to enhance the overall transfer student experience at Cuyamaca College.

**Create partnerships with instructional areas, local high schools, and transfer institutions to improve students' transfer experience. (Goal 2)**

**Program Goal:** Create partnerships with instructional areas, local high schools, and transfer institutions to improve students' transfer experience.

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Create partnerships with instructional areas, local high schools, and transfer institutions to improve students' transfer experience. (X)
- **Increase Completion and Eliminate Equity Gaps:** Create partnerships with instructional areas, local high schools, and transfer institutions to

improve students' transfer experience. (X)

### **Summary of Progress or Results**

**Summary Date:** 12/04/2025

**Summary of Progress or Results:** During the 2024–2025 year, UCSD Admissions informed the Region X Transfer Center Directors that their faculty will not support the proposal. In response, the Cuyamaca TC Coordinator has remained in contact with a UCSD faculty member to explore how the proposal might be revisited and potentially advanced. Additionally, UCSD and SDSU agreed to share lists of admitted and denied students for the fall term after intervention by the Cuyamaca College President. The hope is that this data sharing will become a standard procedure moving forward.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

### **Action steps for this academic year.:**

The Transfer Center (TC) continues to host annual Transfer Center Advisory Board meetings, during which the TC Coordinator meets with Admissions Leads from SDSU, UCSD, and SDEC. The advisory board includes both instructional and counseling faculty from Cuyamaca College, and high school counseling faculty are consistently invited to participate as well. In addition, the TC Coordinator regularly attends UCSD Transition Forums and Region X meetings with SDSU and CSUSM to provide recommendations on how to improve the student transfer experience. Although the Region X proposal to UCSD requesting a revision of the ULink program to prioritize students who are truly economically disadvantaged and low income did not move forward, the Cuyamaca TC Coordinator is establishing new connections with UCSD faculty to explore potential alternative solutions. Furthermore, the TC Coordinator worked closely with the Cuyamaca College President to advocate for annual access to lists of students denied admission to SDSU and UCSD for fall terms. As a result of this advocacy, the data were shared with Cuyamaca in Spring 2025.

### **Action steps for this academic year.:**

- Increase transfer awareness by strengthening students' understanding of transfer opportunities through early intervention strategies, including collaboration with university representatives both on campus and virtually.
- Engage students in transfer-related events and opportunities by increasing participation in transfer fairs and workshops. For example, Instructional faculty may help promote transfer fairs and the Transfer Achievement Celebration to students in their classrooms.
- Maintain strong partnerships with instructional faculty and provide training on the full range of transfer services available on campus.
- Advocate for the development of new partnerships with private universities to establish degree completion programs at Cuyamaca College.
- Advocate for SDSU to require only major preparatory courses offered at Cuyamaca College for TSP students and/or allow the use of the California Virtual Campus (CVC) for TSP students.
- Advocate, in collaboration with Region X Transfer Center Directors, for UCSD to increase the ULink program income limit from \$40,000 to \$80,000 to expand guaranteed admission access for more students.

## Identify the barriers to transfer for students. (Goal 3)

**Program Goal:** Identify the barriers to transfer for students.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Identify the barriers to transfer for students. (X)
- **Increase Completion and Eliminate Equity Gaps:** Identify the barriers to transfer for students. (X)

### Summary of Progress or Results

**Summary Date:** 12/04/2025

**Summary of Progress or Results:** The Transfer Center partnered with Outreach, counseling, and instructional faculty to provide targeted transfer information, promote university events, and reduce equity gaps through increased visibility of transfer resources. The TC Coordinator also supported students who were denied admission by offering individual counseling and successfully advocating for several students with SDSU and UCSC. This year, the TC will continue expanding outreach, strengthening equity-focused programming, increasing awareness of ADTs and degree completion pathways, and preparing students for transfer to a wide range of four-year institutions.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

#### Action steps for this academic year.:

The Transfer Center (TC) worked closely with the Outreach team and instructional faculty to provide targeted information and outreach to students. The TC Coordinator collaborated with counseling and instructional faculty to identify and reduce equity gaps by widely promoting on-campus events, university admissions advisor presentations, and informational sessions from various local universities. The TC Coordinator also conducted outreach to students who were denied admission and offered individual meetings to discuss alternative transfer options. In addition, she advocated on behalf of four students with SDSU and one student with UCSC Admissions to help students maintain their admission status and/or pursue the appeal process.

#### Action steps for this academic year:

- The Transfer Center (TC) will focus on increasing the number of students who are prepared to transfer to four-year institutions, with emphasis on a diverse range of universities, including UCs, CSUs, HBCUs, Hispanic-Serving Institutions (HSIs), and select out-of-state options.
- Continue working with Outreach and instructional faculty to develop targeted outreach and informational programming for transfer students.
- Continue to identify and reduce equity gaps in transfer by widely publicizing on-campus events and programming, promoting culturally relevant resources, and strengthening dedicated support services for targeted student populations.
- Increase student awareness of Associate Degrees for Transfer (ADTs), which provide a clear and efficient pathway to the CSU system for specific majors.
- Promote the benefits of earning either an ADT and/or a University Studies degree to ensure students understand the importance of completing 60 CSU-transferable units to remain competitive for admission to SDSU and other CSU campuses.

**Summary of Progress or Results**

- Collaborate with the UMOJA Coordinator and with the Puente Coordinator to support and advance UMOJA/Puente students' transfer goals.

## **Service Area Overview and Update**

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**Lead Author**

Amaliya Blyumin

**Collaborator(s)**

Deeana Castro

**Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.**

The Transfer Center (TC) continues to provide a wide range of services, including transfer fairs, meetings with university representatives throughout the academic year, counseling appointments, and application reviews, drop-ins for CSU, UC, and private/out-of-state universities. The TC also hosts the Annual Transfer Achievement Celebration and offers additional transfer-related resources. These services expand access and help students learn about the transfer process while receiving support in applying to four-year institutions and completing required coursework.

The TC Coordinator worked with Admissions and Records and was assisted with data collection for the CSU TSP students. TC Coordinator worked with Financial Aid Director/Supervisor to provide income verification for the UCSD ULink students.

The Transfer Center Coordinator continues to provide semester-based training to counseling faculty and disseminates transfer-related information to instructional faculty, including ACP leads, to help them integrate TC services in the classroom. Also, TC Coordinator provided the Professional Development (PD) for the instruction faculty during the PD week. In collaboration with the STEM ACP lead, the TC Coordinator organized a UCSD Biology Department presentation at the Cuyamaca campus. The TC Coordinator also worked closely with the Evaluations Office to support the Associate Degree for Transfer (ADT) verification process for all students who indicated ADT on their Cal State Apply applications.

As part of its ongoing efforts to close equity gaps and increase acceptance to the CSU system through ADT, the Transfer Center planned to establish an internal process to streamline late-start course enrollment for ADT applicants. The TC Coordinator presented this proposal to the Academic Senate, ILAT, and the Deans' Meeting, requesting an internal process where, upon receiving an email from the TC Coordinator requesting authorization for an ADT applicant to add a late-start class, those requests are approved without requiring the instructor to follow standard waitlist procedures. This process is intended to create a smoother, more equitable pathway for students completing ADT requirements during the application cycle.

**Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.**

The TC Coordinator met monthly with the Dean to discuss ongoing priorities and emerging issues. These discussions included the Region X Transfer Center Coordinators'/Directors' proposal to UCSD requesting an increase in the income threshold for the ULink program, as well as the need to receive timely data from SDSU and UCSD regarding admitted and denied students. Together, we reviewed current goals and explored additional strategies to close equity gaps. One outcome was the decision to develop a new

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Graduation Workshop specifically for transfer students, to be implemented the following year, with the goal of streamlining the ADT verification process.

The TC Coordinator also raised concerns regarding the Transfer Center's budget allocation, due to the lack of transparency and for ongoing need to rely on General Counseling budget for adjunct funding. This will limit the ability to report the hours TC Adjunct Counselors spend with students on the annual VAR report. Additional discussions focused on the funding needed to adequately support students during transfer fairs and the Annual Transfer Achievement Celebration.

### **Please summarize the significant changes and achievements that have occurred in your service area since the last program review.**

As part of ongoing efforts to close equity gaps and increase CSU admissions through the ADT pathway, the Transfer Center piloted an internal process with instructional faculty to streamline late-start course enrollment for ADT applicants. All five instructors contacted by the TC Coordinator approved the requests to add ADT students into late-start classes without requiring the standard waitlist procedures in spring semester. This allowed the Evaluations Office to verify that these five students were on track to graduate from Cuyamaca by the end of the spring semester, allowing these students to take full advantage of the ADT guarantee pathway and be accepted to a CSU, otherwise those students would have been denied admission.

Because the Transfer Center was able to offer food during the transfer fairs, staff were able to collect student ID numbers from participants—something that had not been possible in previous years. This will allow the TC to establish a more intentional follow-up process with participating students in the coming years.

To help close equity gaps among younger transfer students (under age 20), the TC Coordinator collaborated with the Outreach Department to connect with these students and share Transfer Center resources and services.

Cuyamaca College has # 1 transfer rate to a feeder CSU, SDSU for the past 5 years in the Region X.

During 2023–2024, the TC had three adjunct counseling faculty providing a total of 28 hours of student contact per week. This year, adjunct coverage significantly decreased to 16 hours per week due to the removal of the remote counseling option for adjunct faculty.

## **Student Learning Outcome/Service Area Outcome Assessment and Student Success**

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### **Student Access, Learning, and Achievement**

Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

In 2024–2025, a total of **899 Cuyamaca College students** received Transfer Center (TC) services, an increase from **614 students** in the previous year based on unduplicated headcount based on data pulled from SARS (see the attachment). This represents a **46% year-over-year increase** in students served. The duplicated student contact count reached **2,703**, not including student interactions conducted through email or e-advising. This significant growth is attributed to the TC's close collaboration with ADT students during the degree verification process, as well as its partnership with the Outreach Department to engage first-year students who identified transfer as their primary educational goal and continues counseling faculty training.

According to National Student Clearinghouse data, **737 students transferred in 2023–2024**, while the number for 2024–2025 is 745. Additionally, the fall 2024 **SDSU admission rate was 82%**, reflecting the strong partnership between Cuyamaca and SDSU.

Further supporting data were also collected from students who participated in the Transfer Fair and the Transfer Achievement Ceremony, based on unduplicated student counts, see attached.

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**Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.**

Based on this year's data, the Transfer Center (TC) did an outstanding job in reducing the equity gap among students under the age of 20. Historically, only 8–13% of students in this age group were served by the TC, even though they represented 22–30% of the overall student population. In 2024–2025, TC proudly reports that service to this group increased to 26%. TC recognizes that some gap will always remain because its services primarily support students who have completed at least 45 units and are in the process of applying to universities. Still, increasing to 26% within a few years is a significant step in the right direction.

A larger equity gap remains for Asian students, who make up 4% of TC participants compared to 7% of the general population. However, several other equity gaps were eliminated: males accounted for 45% of TC participants compared to 43% of the general population; DSPS students represented 9% compared to 6%; and economically disadvantaged students made up 52% compared to 49%.

Each year, the TC continues to provide application workshops for students preparing to apply, along with one-on-one appointments, drop-in sessions, and personalized support that meets students where they are. Additionally, TC collaborates closely with Counseling, instructional faculty, and multiple departments to ensure that transfer students are equitably served, and these collective efforts directly support closing equity gaps.

### **Related Documents - Student Access, Learning, and Achievement**

[Transfer Report 2025 Cuyamaca College.pdf](#)  
[cuyamaca-2024su-2025sp-var-transfer-center-comparison-report-20250725.pdf](#)

### **Service Area Assessment**

**Did your program complete and submit SLO/SAO assessment in the last year?**

Yes

**Which SLO/SAOs did you assess in the last year?**

SLO 1: Students who attend CSU or UC Application Reviews will accurately identify their next steps regarding SDSU and UCSD admission processes.

SAO 1: Work within the ACP framework to offer increased, innovative, and culturally relevant programming for students that aligns with their pathway and transfer goals.

**If you responded no above, please describe the department's plan to update SLOs/SAOs.**

N/A

**If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.**

N/A

**Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.**

Outcomes for SLO 1:

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75% of students who attend the application workshops will be able to identify their next steps in the SDSU and UCSD admission processes, last year. A low number of students accurately reflected their next steps on the survey, indicating confusion based on their responses. In collaboration with the Institutional Effectiveness, Success, and Equity Office, the Transfer Center Coordinator revised the survey question. After the new survey was implemented, 84% of students were able to accurately indicate the next steps in their application process.

Outcome for SAO 1:

The TC Coordinator provided transfer training to the Counseling faculty during both the fall and spring semesters. In addition, the TC offered a professional development presentation, "Transfer 101," geared toward instructional faculty. Due to the strong attendance and positive response, the TC Coordinator decided to collaborate with the Grossmont College Transfer Center Coordinator to offer a joint professional development presentation for instructional faculty from both campuses in the upcoming year. Additionally, the TC Coordinator shared short "Transfer 101" videos created by TC adjunct faculty so that each ACP can post them in their Canvas shells for broader access by students.

## Program Goals

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### Submission

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**Program Review response is complete and ready for review.**

Yes - Response is complete and ready for review

## Dean Approval and Feedback

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**I have reviewed the program review with the author and provided feedback.**

Yes - Review and feedback complete

### Feedback

I had the pleasure of working more closely with Amaliya and the transfer team and have review the program review. It is my goal to continue to support visibility concerns, budget allocation and advocacy for the department. I have recognized and addressed some of these items such as the signage and budgets with changes enacted in this reporting cycle. Our data continues to look great in supporting students on their transfer journey and I too look forward to closing equity gaps as well as diversifying our outcomes in the coming years. The team is doing an amazing job and the addition with Deeana has been incredibly impactful.